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ABSTRACT

The 1982-1983 instructional development program at the University of North Dakota (UND) is described, with attention to activities, program evaluation results, and future directions. Additionally, a report of expenditures for 1982-1983 is included. The 3-year instructional development program was designed to provide resources for improved instruction and the professional development of faculty members as teachers. The program provides direct service, funding, and advocacy for instructional development. Direct service is provided to faculty and staff members through materials, consultation, and assistance. For each year of the 3-year project, information is provided on instructional development grants and professorships, faculty development contracts, and developmental leave supplements. In addition, results of a faculty survey are presented concerning respondents' awareness/knowledge of various aspects of the instructional development program, and their perceived performance in relation to a range of objectives. It is noted that during the 1982-1983 academic year 25 instructional development grants were awarded, involving 50 faculty members. In addition, eight persons from seven departments were awarded developmental leave supplements, and faculty development contracts were awarded for 32 projects. (SW)

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INSTRUCTIONAL DEVELOPMENT REPORT

A Program for Instructional Development:
at the University of North Dakota

Third Progress Report 1982-83

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Robert E. Young
Office of Instructional Development
University of North Dakota
November 1983

Editor's Note

This report describes the activities of the Office of Instructional Development, and related activities in support of instructional development at UND, funded by a grant from the Bush Foundation and by the University. It should be considered a "Third Progress Report," covering the academic year 1982-83. Though the report provides a cumulative look at instructional development over the three years since the founding of the Instructional Development Office, two previous reports, available from the Office, describe activities, results, and recommendations of the first two years.

This report has four sections. First, a description of activities during the 1982-83 academic year. Second, an evaluation of the instructional development program during the third year. Third, a sketch of directions, based on this year's evaluation, the experience of the first three years, and a view of the future needs for instructional development at UND. And finally, a report of expenditures for 1982-83.

As in past years, a number of persons contributed to the preparation of this report. Dean Vito Perrone (Center for Teaching and Learning) wrote the evaluation section, and Brenda Tweten (Office of Instructional Development) prepared the description of expenditures.

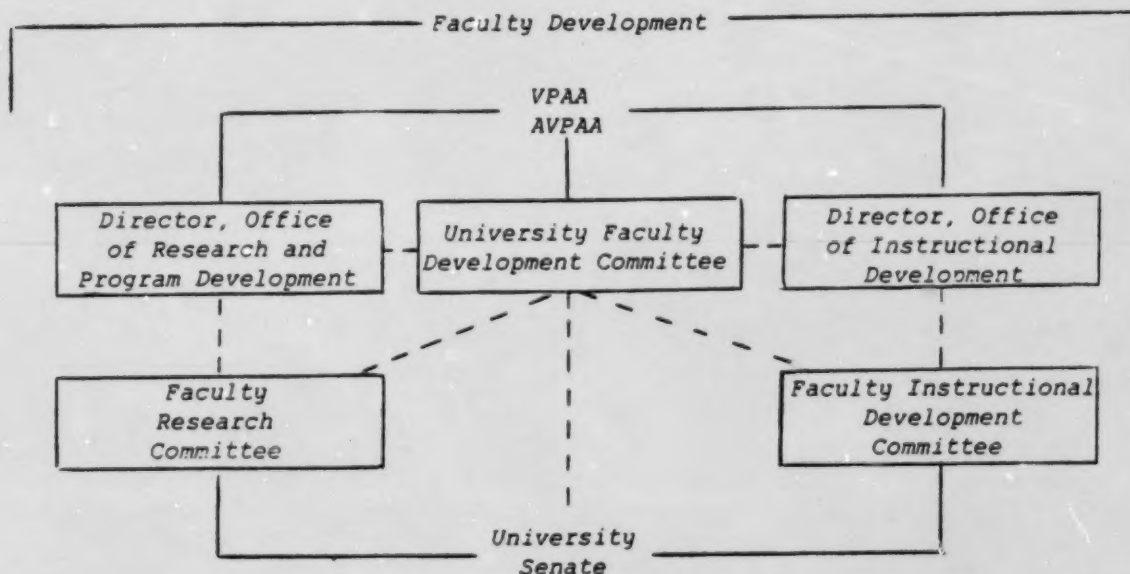
Instructional Development
at the University of North Dakota
1982-83

A Brief Summary

Objectives

- To provide resources for improved instruction and the professional development of UND faculty members as teachers.

Organization¹



Activities

- Director Service (Materials, consultation, and assistance)
- Funds
- Instructional Development Grants (Faculty Instructional Development Committee)
- During three years approximately 60% of the UND faculty.
- \$30,000 awarded to 25 projects, involving 50 faculty members from 25 departments. (Also four Summer Instructional Development Professorships were awarded.)

¹This picture of the organization of faculty development activities reflects more accurately the relationship of the Faculty Instructional Development Committee and the Faculty Research Committee to the Offices and the Senate than have similar figures in the past. This figure does not reflect any changes in this organization during the past year.

- Developmental Leave Supplements - \$25,000 awarded to eight persons from seven departments
- Faculty Development Contracts - \$58,400 awarded to 32 projects. (It is not possible to determine precisely the number of faculty members served by these projects; over one hundred would be a fair estimate.)

- Advocacy. The Office of Instructional Development has been involved in activities aimed at improving the quality of instruction in a variety of areas, including academic skills, adult and continuing learning, foreign-language instruction, science education, honors, computer-related instruction.
- Other Activities. The Office of Instructional Development has assisted the North Dakota Board of Higher Education, the Bush Foundation, and a number of other institutions in the region with their faculty development programs. The Director has participated as a board member on national faculty development organizations, and has contributed to the literature in the field.

Budget

- Bush Foundation - \$125,000
- University of North Dakota - \$ 51,900

Faculty Development

Along with the Office of Academic Affairs, the Office of Research and Program Development, and the colleges and departments of the University, the Office of Instructional Development provides a wide range of resources and opportunities to support the professional growth and achievement of the UND faculty. The University Faculty Development Committee, consisting of faculty and staff members, coordinates faculty development activities and publishes a booklet describing these activities.

Third Progress Report:
A Program for Instructional Development
at the University of North Dakota

I. Description

The instructional development program at UND starts with a simply stated objective: "to provide resources for improved instruction and the professional development of UND faculty members as teachers." To meet this objective we have evolved, over the past three years, a program which provides direct service, funding, and advocacy for instructional development at UND. Though individual faculty members, departments, colleges, and various University committees have responsibilities for supporting instructional development at UND, the institution, with assistance from the Bush Foundation, has created an Office of Instructional Development, which along with the Faculty Instructional Development Committee administers instructional development activities University-wide. This report focuses on the work of this Office and Committee during 1982-83.

Two previous progress reports describe the first two years of heightened activity in instructional development at UND. The first year's report details the beginning of the Office and the new programs made possible by the Bush Foundation. Last year's report emphasized key developments and attempted to give examples of activities and results. This third report again tries to convey the programs, developments, and accomplishments, but in addition we want to illuminate some of the directions that instructional development activities have taken at UND. During the year the Foundation renewed its support of our work for another three years, and the University reinforced its commitment to continue providing

resources for instructional development. With this in mind it seems appropriate to discern the directions, including the undercurrents, that have gotten us to this point, apparently successfully, and those that we seem to be set on into the future.

As in past reports we will begin in this section by describing the year's activities, i.e. direct service, funding, advocacy, and other activities.

Direct Service

Direct service to faculty and staff members, through materials, consultation, and assistance, continue to be a leading edge of the instructional development program. This service is provided by a "lean" central staff, assisted by UND faculty and staff members and visitors to our campus. This past year the staff included a full-time director (Robert E. Young) and secretary (Brenda Tweten), an undergraduate and graduate student assistant (Christi Margerum and Carol Jacobson), and an editorial assistant (Jacqueline Davis - funded by the Bush Foundation under a separate grant). Fifteen faculty members worked through the Office to provide a variety of services, and seven visitors worked with our faculty under the auspices of the instructional development program. Faculty and visitor services are funded by the Faculty Development Contracts budget, set up to expand what could be provided and accomplished by a small staff. This concept continues to work well at UND.

It was in the third service area, which we call assistance, that major developments occurred in 1982-83. The Office experienced a dramatic increase in the amount of its time and resources devoted to assisting large instructional development and instructional development-related projects at UND. With "assistance" service the emphasis typically shifts

from individual faculty members and the issues presented by individual courses and teaching approaches, as is the case with "consultation", to larger groups of faculty members and the issues of planning, politics, policies, and funding. Let us give a few examples.

The Academic Skills Project was in its first year during 1982-83. This project involves collaboration among UND and nine local high schools regarding the learning and teaching of the academic skills of writing, reading, mathematics, and study skills. The Office prepared the proposal to the Fund for the Improvement of Postsecondary Education which funds this project, and the Director serves as Project Director. The Director has worked closely with Ms. Heather Huseby (first Project Coordinator, and now Project Co-Director) to assist our faculty members from English, Mathematics, and CTL who are working in the project and to coordinate the project activities with those already started at the University, e.g. Writing Lab, Math Lab, and Learning Services. Considerable OID time, 20% by terms of the grant, has been given to nurturing this project.

Also during the year the Office and its Director became significantly involved in planning for the place of computers in the University's instructional program. The Office coordinated discussions and then the development of a plan to create a "Computer Learning Resource Center." The Director prepared a proposal for external funding, and continues to coordinate the work in this area. Again, a considerable amount of time was spent in this "assisting" project.

Finally, a simple listing of other projects will help provide an idea of the emphasis that this area of activity has received in this last year: Assisted the Division of Continuing Education in forming an Adult Learning Consulting Group and the planning of materials and

workshops for faculty on adult learning . . . Helped plan the Freshman Convocation . . . Continues to advise and assist GITAP . . . Assisted in the review of and provided administrative support and leadership for the Outstanding Faculty Awards selection process, the University Faculty Development Committee, and the Faculty Instructional Development Committee . . . Facilitated discussions and planning for future development of the Honors Program and the introductory mathematics curriculum . . . Assisted in the creation of a UND-Grand Forks Public Schools Foreign Language Task Force . . . Planned workshops and materials as a way of continuing an emphasis on the intellectual development of our students . . . Assisted in the planning of professional development seminars (coordinated by the Bryn Maur "alumni") . . . Helped plan and prepare Tom Robinson's proposal for pre-retirement counseling programs.

The examples and this list illustrate the resources, Director and Office staff time and money, spent in this direction. It is not a new direction, but certainly one which has taken on new emphasis.

In last year's report it was materials that we described as the major development in this direct service area. We had begun three series of publications: Instructional Development Ways and Means (practical guides to college teaching), Instructional Development Reports (reports on issues and approaches of interest to UND faculty), and College Teaching Monographs (original essays on teaching by UND faculty members). We continue to add to these series: "Teaching the Classics: Laying the Foundation for Religious Literacy in the Introductory Course" by George Frein (Religious Studies), "To Simulate or Not to Simulate? Bridging the Gap from Classroom to Profession" by Denise Markovich (Economics), and "The Last Sabbatical - A Midlife Journey" by Sophie Freud

Loewenstein (Simmons College) have been published as College Teaching Monographs; and "Outstanding Teachers: How Do UND Students Describe Them?" by Carol Jacobson (Office of Instructional Development), "A Look at Graduate Teaching at UND: Faculty Perspectives" by Carol Jacobson and Robert Young, and "The Science Education Crisis: Fact or Fiction" by Elliot Shubert (Biology) have been added to the list of Instructional Development Reports. These publications continue to be a good way to raise discussion, give recognition, and assist our faculty members. Increasingly, these publications are being requested by other institutions in our region and across the country. Publication is a direction that has made some sense and which we most likely will continue.

Also, as described in the previous reports, the Office continues to provide consultation to faculty regarding their courses and teaching skills. In those reports we presented a good description of the kinds of consultation that is provided. In 1982-83 we worked directly with approximately 70 faculty members from 50 different departments. This consultation was provided by the Director and the Teaching Consulting Group (a group of faculty members: Elliot Shubert - Biology, Steve Harlow - CTL, Susan Moch - Nursing, Pat Glassheim - Humanities & Philosophy, Robert Young - OID, and Rodney Medalen - Accounting). This kind of consultation, i.e. instructional design and teaching improvement, has not been emphasized as much in our own program as it has at some other universities. A consistently available service, it has not been the one that faculty members have requested in great numbers. We will continue to provide it, and possibly as a future direction, we should put more of our resources into this service. In addition, the Office continues to develop and maintain files and a working library of written and mediated

materials related to college teaching. As with consultation, this is a service we must provide despite relatively limited use. At the very least it provides the raw material which the Director and Office staff use to keep our faculty and staff informed of new developments in college teaching. We continue to send books, articles, clippings, and announcements to a large number of people each year.

Funding

Funding for faculty-initiated instructional development projects has been an essential feature of our instructional development program at UND. Prior to 1980 the University did provide a small amount of money for Instructional Development Grants, with departments and colleges bearing the greater part of the responsibility for supporting faculty members' instructional development activities. With the support of the Bush Foundation and additional resources from the University, a considerable increase in activity was made possible. We have not had to go looking for places to spend this additional resource. The faculty and staff have taken the initiative and have used the funds wisely in enhancing the curriculum and the instruction of our students. In each category of funding, i.e. Grants, Supplements, and Contracts, we receive more requests than we can support. And it is the assessment of the Director that the amount of funding now available (in 1983-84: \$40,000 for Grants, \$10,000 for Contracts, and \$30,000 for Supplements) is adequate to support the projects that merit support and which are prepared by the faculty. If the Office or others within the University were to initiate curriculum and instruction review and development generally or in specific areas, then additional funds would be required.

As in previous reports we have listed the projects for each category of funding, and have described any new developments during the year.

Instructional Development Grants

Instructional Development Grants are awarded by the Faculty Instructional Development Committee, a University Senate Committee. The Committee calls for proposals twice each year. During 1982-83 \$30,032.21 was available to the Committee for these Grants, and \$30,026.50 was awarded. Forty-one proposals were received, requesting \$87,094.27. Twenty-five proposals were funded, or 61% of those received. For the three years \$70,000 has been awarded to sixty separate projects. During this time 103 proposals were received, requesting a total of \$202,747.87.

1982-83

<u>Name/Department</u>	<u>Title</u>	<u>Amount</u>
N. Bengiamin & G. Wall/ Electrical Engineering	Introduction of the Robotics Subject in the Electrical Engineering Curriculum	2,030.00
W. L. Cheng/Industrial Technology	To Develop Courses on Computer Applications in Industrial Technology and Quality Assurance	823.80
W. L. Cheng & K. Stenehjem/ Industrial Technology; H. Straus/Journalism; & J. Sansburn/Visual Arts	Improving Instruction in Photography at UND	1,082.00
G. Crawford & K. Oring/ Home Economics	Computer Applications to Instruction in the Department of Home Economics and Nutrition	1,500.00
M. Grabe & T. Petros/ Psychology	Development of a Computer Assisted Study Management Program	1,250.00
F. Howell/Physics	Participation in NSF Chautauqua: The Historical Foundations of Modern Science	400.00
R. Klinkhammer/Social Work	Role Play simulations for Social Work Methods I	1,411.50
S. Markovich/Political Science	The Governments of the United Kingdom and France	1,279.00

1982-83 cont.

L. Prigge/BVED	Office Automation Concepts Conference	305.00
J. Rogers/Visual Arts with L. Eickhoff & J. Sinn/Industrial Technology	Revision/Formalization of the VA 108: <u>Basic Techniques</u> Course	1,589.00
C. Barr/Internal Medicine & H. Slotnick/Medical Education	A Computer-Based Procedure for Evaluating Students' Problem solving Abilities	552.50
M. Beard, K. Hulley, & S. O'Donnell/English; & T. Lockney/Law	Interpretation of Texts: A Comparison of Methods from Law, Literature, the Bible, and Semiotics	2,200.00
P. Brenna/Nursing	Management of Eating Disorders	596.00
E. Einarson/Music	Software Development Project	1,750.00
O. Erdem/Marketing	AACSB 1983 Workshop on Teaching International Courses	954.00
A. Glick, J. Rackl, & M. J. Schill/Communication Disorders	Development of a Video Tape Library: Master Clinicians and Teachers Providing Service to Communicatively-Handicapped Individuals	1,136.00
F. Karner/Geology	Revision of Curriculum in Optical and Analytical Mineralogy and Petrology for Geologists and Geological Engineers	400.00
D. Markovich/Economics	The Eurodollar Market and Public Policy: A British Perspective	765.00
L. Oring/Biology	An Introduction to the Rain Forest and Reef Ecosystems of Australia/New Guinea	900.00
Educational Administration Faculty (CTL)	Computer Literacy and Computer Applications for Educational Administration Faculty and Students	1,350.00
J. Shireman, J. Grinde, & S. Hunter/Nursing	An Audiovisual Orientation to Critical Care Nursing	1,500.00

1982-83 cont.

E. C. Smith/Sociology	Workshop on Computer Use in the Classroom	625.00
M. Stromberg/4PER	Development of Aquatics Curriculum and Pool Management Manual	615.00
J. Tenney/Nursing	Research Instruction Computer Program	1,350.00
R. Mower/Geography	"IMAGES" Educational Processing System	300.00

1981-82

<u>Name/Department</u>	<u>Title</u>	<u>Amount</u>
E. Adams/Mathematics	Computerized Tomography	707.00
D. Anderson & L. Anderson/ Health, Physical Education and Recreation	Slide-Tape Program for HPER Outdoor Recreation Classes	182.48
H. Boswau/Languages	Germans from Russia	569.00
D. Kuschner & S. Harlow/ Center for Teaching and Learning	The Development of Child Lives Simulation: A Prototype of a Simulation Activity for Undergraduate Teacher Education Programs	3,200.00
M. Laccinole/Communication Disorders	Adult Communication Assessment and Intervention	920.00
S. Peterson/History	Development of Public History Sequence	200.00
J. Reid & R. LeFever/Geology	Search for Geology Field Sites for Classes in Geomorphology (Geology 311) and Sedimentology (Geology 411)	518.00
P. Schwartz/Languages	Attendance at Dartmouth College Foreign Language Workshop	824.00
R. Van Voorhis/Music	Funding for Research and Devel- opment of a Cassette/Album and Study Guide for Student Use in Music 100 (Music Understanding)	3,000.00
W. Borden/English	Inter-Arts Project	1,770.00
S. Digby/Center for Teaching and Learning	The Development of an Improved Undergraduate Language Arts Methods Course	950.00

1981-82 cont.

M. Gregory/Mathematics	A Calculus Study Guide and Supplement	2,500.00
G. Iseminger/History	The Spanish Civil War	210.00
P. Kannowski/Biology	Improvement of the Invertebrate Zoology Course by Expansion of Regional Collections	2,400.00
D. Kohns/Business and Vocational Education	Undergraduate Curriculum Development Project "Microcomputer Adaptations for Business Planning and Analysis"	750.00
D. Nelson/Languages	1982 Summer Study in Germany	725.00
J. Sinn/Industrial Technology	Industrial Safety Education	560.00

1980-81

<u>Name/Department</u>	<u>Title</u>	<u>Amount</u>
F. Ceyhun/Economics	Creative Teaching Methodology in "Principles of Economics II" - Econ. 102	860.00
L. Palanca/Languages	Latin by the Natural Way	1,725.00
C. Hess/Communication Disorders	A Comparison of Two Supervisory Procedures: Bug-in-the-Ear and Oral-Written Feedback	270.15 (+ 5.88)
H. Straus/Journalism	Instructional Improvement in Photographic Education in the Department of Journalism at UND	530.00
D. Bartak/Chemistry	Microcomputers in the Laboratory	1,240.00
M. Olson/Special Education	Videotape Interface Project on Handicapped Populations	2,056.00
K. Chang/Geography	A New Course on Computer-Assisted Cartography	1,000.00
E. Einarson/Music	Music Computer Assisted Instruction	2,500.00
S. Jalal/Biology	Innovative Undergraduate Instruction for Biology 357 (Modern Genetics and Man)	3,110.00

1980-81 cont.

J. Bakken/Languages	Foreign Student Assistants in Introductory German	2,458.00 (+ 100.00)
R. Beringer, J. Vivian, G. Smith/History	The American History Slide Collection	397.50
J. Hootman/Electrical Engineering	Microcomputer Lab Update	690.00
D. Munski/Geography	Developing a Field Course on Geography of Manitoba	671.30
G. Prigge/Mathematics	A Mathematics Anxiety Instructional Unit	100.00
J. Rackl & D. Engel/ Communication Disorders	Communication Assessment and Intervention with Severely/Profoundly Handicapped Children	850.00
D. Sheridan/English	Participation in a Rhetoric Seminar ("Current Theories of Teaching Composition")	319.05
L. Tabor/Psychology	Construction of Videotapes on Adulthood and Aging for Psychology Courses	140.00
N. Woolsey/Chemistry	Computer Assisted Instruction in Chemical Spectroscopy	983.00

Summer Instructional Development Professorships

As described in last year's report, the Committee began in 1981-82 a new program: Summer Instructional Development Professorships, which give faculty members the opportunity to spend full time during the summer session on instructional development. In this second year of the program four faculty members were awarded professorships, compared to two in the first year. The faculty member receives a \$3500 stipend. As in the first year the Office of Instructional Development provided the Committee with a Faculty Development Contract to support two Professorships. The Committee, because of a favorable evaluation of the program,

decided to add one more from its own funds, and with the availability of special funding the Vice President also agreed to fund one Professorship.

This program, although it will be more extensively evaluated before a third round, has been well received and seemingly successful. In each case projects have been completed, and the faculty members involved have expressed enthusiasm for their work.

1982-83

<u>Name/Department</u>	<u>Project</u>
H. Auer/Industrial Technology	Preparation/Writing of Merged Laboratory Experiments Involving Electrical-Mechanical Analogies
C. Carter/History	Medieval Ashkenazi Judaism
J. Hootman/Electrical Engineering	Microcomputers for the Non-electrical Engineer
L. Lindholm/Philosophy	Interdisciplinary and Applied Ethics Courses Reorganization and Discussion Leader Training Program

1981-82

<u>Name/Department</u>	<u>Project</u>
J. Euler/Nursing	Simulated Learning/Challenge Exam Videotape for N. 481 - Leadership in Nursing
A. Jacoby/Sociology	A Non-traditional Approach to the Teaching of Sociology Classes: The Utilization of New Social Perspectives from Outside the Discipline

As the Grants program goes into the fourth year of the Bush-supported era, its funds will total \$40,000. This brings the resources available to the Committee to parity with those of the Faculty Research Committee. This has been a goal since the original proposal to the Foundation. This fund will increase again during the next two years, until in the last year of Bush funding \$50,000 is dedicated to Instructional Development Grants.

During 1982-83 Richard Landry (CTL) served as Chair of the Faculty Instructional Development Committee. Members included: Myrna Haga (Social Work), Susan Moch (Nursing), David Ramsett (Economics), Jon Boone (Chester Fritz Library), Harley Straus (Journalism), and Robert Young and Alice Clark, ex-officio members.

Faculty Development Contracts

We can say about the Contracts the same thing as we said last year:

"This past year has seen a clarification and focusing of the Contracts program. Even though this funding is less well-understood by our faculty than the Grants or Developmental Leave Supplements (as reported later in the Evaluation section), it has received an increasing number of uses in our instructional program. This fund was created within the Bush grant to encourage faculty and staff members to plan faculty development activities themselves. With a small central staff and a talented faculty, it was thought that \$50,000 or so could go a long way in providing materials, workshops and seminars, and consultation and assistance for UND faculty. The Contracts fund would provide, the plan proposed, supplemental salary where necessary and expenses related to these faculty development activities. The Office of Instructional Development has the responsibility for administering this fund and assisting faculty with these activities."

The Contracts program does continue to be the least well known and understood of our funding programs, yet requests continue to exceed the funds available, and projects supported seem to be successful and well received. These moneys are "discretionary" moneys, and their effective use depends upon the initiative of faculty and staff members and the good judgement of the Director and those he consults in making the Contract awards. The initiative has been equal to the funds available, and it has been well distributed across the University. And, the judgement of the Director has seemed adequate as well. The Contracts seem to be a direction worth continuing in our instructional development program.

As in the past we have tried to categorize the projects supported by Contracts. These groupings of projects give a sense of the "kinds"

of instructional development activities initiated and supported with these funds. In 1982-83 thirty-two separate projects were funded, totalling \$58,407.07. Over three years seventy-nine projects have been supported, and \$148,893.65 has been spent on them.

This past year has seen a number of "refundings" of projects begun in previous years. This reflects the desire for some activities which have proven successful to continue. The instructional development program has not been conceived as a source of continuing funding for individuals or projects; it has operated as a "seed money" program. Yet there are projects that provide continuing service to faculty members and the University's instructional program. For example, the Group for Interdisciplinary Theory and Praxis has received continuing funding to support the publication of *Salmagundi* (a newsletter that informs and stimulates interdisciplinary activities on our campus) and the employment of a student assistant (who makes it possible for the faculty coordinator, with no released time, to instigate and direct GITAP activities). There are other "groups" that provide similar service, e.g. the Teaching Consulting Group and the Adult Learning Consulting Group, which have received continuing funding. Also, as an example, we have provided additional funds each year to a project begun by Tom Owens in Engineering and Mines, which makes available speech and language assistance to our faculty for whom English is not their native language.

Curriculum

- * Mining (S. Saluja, Geology) \$1200. Investigated mining and mining engineering programs at other institutions as part of the development of a mining curriculum option for students in geology and engineering.

*Indicates projects funded in 1982-83.

- * Foreign Language Task Force (L. Schwartz, Languages) \$500. For a curriculum planning project involving UND and Grand Forks Public School teachers (jointly funded by the G.F. Schools)
- * Intellectual Development Group (coordinated by the Office of Instructional Development) \$650. To offer a series of seminars with Joanne Kurfiss. \$1100. For Carla Hess to attend a national conference on fostering intellectual development.
- * Computer-Aided Graphics and Manufacturing (C. Dietz, Computer Center) \$700. For travel to investigate CAD/CAM approaches at other universities.
- * Rural Studies (E. Goodall, Institute for Rural Policy) \$1200. For a series of seminars presented around the state by UND faculty members - the Contract supported the development of presentations and materials (jointly funded by the North Dakota Humanities Council).
- Science Education (E. Shubert, Biology) \$3500. To study science education at UND and North Dakota schools and make recommendations for UND's course of action. *\$933. For a science education symposium at the 1983 North Dakota Academy of Science meeting.
- Freshman Academic Orientation (G. Frein, Religious Studies) \$1568. Planned and coordinated a program to orient new students to academic life at UND. *\$1000. Purchased materials for 1983 program
- Women's Studies (Women's Equity Committee) \$7800. Assisted faculty members from 20 departments to build recent research about women into their courses and methods, through workshops and written materials.
- Multi-Cultural Education (C. Traugh, CTL, and others) \$1350 and *\$3000. Assisting faculty members from many departments with multi-cultural issues in courses and curricula, through workshops, written materials, and consultation.
- Rural Studies (R. Pynn, Political Science) \$4000. Developed a proposal for a cross-department curricula in Rural Life, as part of a proposed Institute for Rural Life.
- Computer Programming (G. Kemper, Computer Center, and faculty from Computer Science and Accounting) \$1261. Developed an approach to teaching computer programming using interactive computing, used in both computer science and accounting departments.

Instructional Materials and Methods. (These projects support the development of materials having potential for campus-wide impact.)

- * Chemistry Abstracts (R. Severson, Chemistry) \$1000. To purchase chemistry abstracts (jointly funded by the University Library, Office of Research and Program Development, and the Office of Academic Affairs).

- *. Summer Innovative Teaching Grants (Summer Sessions Committee) \$6800. To support faculty using the summer session course to experiment with innovative teaching approaches.
- *. Computer application in Home Economics Department (G. Crawford K. Oring) \$4800. For the development of a model plan for introducing computer application into a department curriculum (jointly funded by the Faculty Instructional Development Committee and the College of Human Resources Development).
- *. Economics Text (D. Ramsett, Economics) \$500. For production of text materials for introductory economics - funded in lieu of FIDC because Ramsett was a member of that Committee.
- *. Test Scoring Program (G. Mahalko, Computer Science and H. Slotnick, Medical Education) \$400. To get running on the University computer a program for test scoring and analysis.
- *. Academic Skills Project (H. Huseby, ASP) \$5000. To support demonstration projects to improve the teaching of writing, reading, and mathematics by UND faculty members and local school teachers.
- Summer Instructional Development Professorships (Faculty Instructional Development Committee) \$3500 and *\$3500. To support two Summer Instructional Development Professorships.
- Computer Users Manual (E. Adams and L. Mauland, Math) \$2500. Developed and tested two manuals, introducing students (and faculty) to a new UND computer system; these manuals are used in computer programming (described above), math, and other courses.
- Math Anxiety Modules (G. Prigge, Math) \$2500. Developed and tested mediated, self-directed materials for students with anxiety related to math and other quantitative courses.

Interdisciplinary Activities. (These projects encourage the interaction of faculty members from different disciplines.)

- *. Ivan Illich (V. Perrone, CTL) \$1000. For a week-long seminar for faculty and students with Ivan Illich (jointly funded with college deans).
- *. Futurism (R. Boyd, Continuing Education) \$342. For a two-day series of seminars with Earl Joscelyn, noted futurist (jointly funded by the Division of Continuing Education and the Office of Academic Affairs).
- *. Costa Rica Foreign Study (D. and M. Lieberman, Biology in cooperation with Departments of Geography and Foreign Languages) \$1200. For the development of a foreign study site in Costa Rica (jointly funded by the Foreign Study Committee).

- Honors Program (R. Hamsten, Director) \$5000. Increased the number of faculty participating in the Honors program, by providing released time to teach with other faculty in Honors Colloquia.
- Group for Interdisciplinary Theory and Praxis (K. Hulley, English et al.) \$2000 and *\$6050. To support the faculty seminar by Michael Ryan and follow-up interdisciplinary activities.
- Faculty Study Group on Science, Technology and Society \$2300. Held a week-long seminar, involving 10 UND faculty members.
- India (J. McKenzie, English and G. Lang, Anthropology) \$250. Planned a series of programs for faculty and students around visit by Med Vehta (jointly funded by Multi-Cultural Education Task Force)
- African Studies (J. McKenzie, English and others) \$350.50. Coordinated courses and seminars involving faculty, and students from History, Languages, Anthropology and Sociology, and English.
- North Dakota Poetry/Tom McGrath (D. Marshall, English and others) \$360. Brought faculty and students together from a number of departments, around the visit of poet Tom McGrath.

Professional Development. (These awards are for the professional development of individual faculty members, where this development has special importance to the institution, or where timing makes other funding inaccessible.)

- *. Developmental Leave Supplements \$374. To cover expenses as part of William Sheridan's Developmental Leave Supplement resulting from a misunderstanding about payment of fringe benefits.
- Bismarck Group (Gordon Henry, et al.) \$400. To support a seminar on faculty career development presented by Sophie Freud Loewenstein.
- English Graduate Teaching Assistants (N. Kinghorn, Chairman) \$400 and (E. Chute, Director of Freshman Composition) \$1500 and *\$839. Provided workshops for training and widening the experience of GTA's who teach freshman composition.
- Computer Science (M. Tokko, Chairman) \$475. Provided training for a faculty member in a new computer language, essential to the curriculum (jointly funded by the School of Engineering & Mines).
- Industrial Technology (M. Bender, Chairman) \$175 and \$325. Provided training for two faculty members in emerging technologies, essential to the curriculum.

- Speech and Language Assistance (T. Owens, Associate Dean) \$400 and *\$300. Fund to provide language and speech training for foreign-born faculty members.

Departmental Instructional Planning. (These projects involve departments in formal, systematic evaluation and planning activities regarding their curriculum and instructional methods.)

- Music (R. Krueger, Chairman) \$195. Chairman developed a "marketing plan" for music department, after attending marketing conference.
- Communications (H. Heiman, Speech and V. Keel, Journalism) \$1000. Journalism, Speech, Library Science and Audio-Visual, and Photography (Industrial Technology) faculty planning a new Communications department, through faculty retreats and visits to other campuses.
- Adult Learner Review Committee (R. Boyd, Continuing Education) \$4000. Faculty and staff committee (representing five departments and three administrative units) reviewed and made recommendations regarding academic programs, teaching strategies, and student services for adult learners at UND.
- Biology (L. Oring, Chairman) \$200 and (R. Crawford, Chairman) \$300; Economics (R. Kauffman, Chairman) \$1420; Geology (D. Halvorson, Chairman) \$334; Business & Vocational Education (R. Bloomquist, Chairman) \$300; and *Math (R. Bzoch, Chairman) \$1500. These departments have taken retreats to plan policies, curriculum and instructional methods (jointly funded by the Office of Research and Program Development).
- Sociology (A. Selbyg, Chairman) \$225. Chairman planned a series of department meetings, after attending ASA workshops on teaching.
- Nursing (M. J. Canar and others) \$2300. Independent, self-paced approach to Nursing Skills Lab was reviewed, tested, and adopted.

College Faculty Development Activities

- College of Human Resources Development (HRD Faculty Development Committee) \$5000. Provided college faculty development committee funds to encourage and support instructional development activities on a college basis.

Faculty Resources for Instructional Development. (Involving faculty, not only as recipients of instructional development services but also as providers of services, is a central purpose of the Contracts fund.

The following projects pursue this purpose.

- *. Military History (P. Thorson, History) \$203. To attend a Defense Department-sponsored seminar on military policy and then share with other UND teachers (jointly funded with Arts & Sciences).
- *. U.S.-Soviet Union Relations (S. Gillies, Speech & KFJM) \$300. For Susan Gillies' travel to the Soviet Union and then to share with UND teachers and students.
- *. University Faculty Development Committee \$462. For production of a guide to faculty development resources at UND (jointly funded by the Office of Research and Program Development and the Office of Academic Affairs.)
- *. Senior Associate, Office of Instructional Development \$6945. To support Elliot Shubert one-quarter time as Senior Associate in the Office of Instructional Development.
- *. Adult Learning Consulting Group (S. Johnson, Division of Continuing Education) \$2252. To prepare an "Outreach Teaching Handbook (jointly funded by the Division of Continuing Education). \$75. To fund a luncheon for faculty teaching off-campus (jointly funded by DCE).
- *. Career Development/G. Henry (Dean of Students) \$800. Providing consultation and workshops for faculty members, after participation in the Loyola University Faculty Career Development Project.
- *. Instructional Simulation/D. Markovich (Economics) \$200. Producing description of use of simulation as an instructional method, after testing a commercial simulation in a course on Money and Banking.
- *. Women's Studies/K. Hulley and others (English) \$192. Provided information to faculty from various disciplines integrating scholarship about women into their courses and curricula.
- *. Instructional Media/Instructional Media Consulting Group (M. Russell, D. Beach, W. Lesko, and R. Young) \$6000. Provides funding for instructional media production and consultation on instructional design and use of these materials.
- *. Faculty Instructional Development Committee (M. Grabe, Chair) \$1000. Contracted with Jim Larson (Sociology) to develop a "primer" on instructional evaluation and to provide consultation on evaluation of instructional development projects.
- *. Microcomputers/W. Bruce (Medical Technology) \$514. To provide examples and consultation on use of microcomputers in laboratory courses.
- *. Instructional Evaluation/J. Larson (Sociology) \$4352.50. Provides consultation and materials, and assistance to individual faculty, departments, the FIDC, and the Office of Instructional Development.

- Adult Development & Learning/L. Furman (Social Work) \$373. Presented a workshop on adult development, and assistance to Office of Instructional Development on adult learning.
- Academic Advising/M. Haga and G. Veeder (University College) \$570. Provided consultation to Academic Advising Committee, after attending regional conference on academic advising.
- Stress/L. Hill (Theatre Arts) \$346. To provide a workshop and information for faculty on stress in the artistic professions, after attending conference on stress.
- Microcomputers/Computer Science Department \$500. Provided three workshops for faculty members on microcomputers and applications in teaching and research.
- Professional Development and Institutional Leadership/H. Smiley and M. Wakefield-Fisher (HPER and Nursing) \$1050. Planning a series of seminars for faculty and staff, emphasizing a better understanding of the University.
- General Education/C. Thompson (Anatomy and G.F. Central High School) \$423.50. Participation with the General Education Committee after attending the Bard College Institute on General Education.
- Teaching Consulting Group \$4500 and *\$800. Provides consultation to faculty members, coordinated by the Office of Instructional Development.

Developmental Leave Supplements

Development Leave Supplements are intended to provide incentive and support to UND faculty members to use their Development Leaves for instructional development purposes, to advance their capabilities as college teachers. The original plan submitted to the Bush Foundation recognized that Leaves for this purpose would be less likely to attract additional funding, beyond the partial salary provided by the University, than would leaves with research or publication purposes. Hence, \$25,000 has been set aside each year to support instructional development-related leaves. In the three years twenty-seven faculty members have been awarded Supplements, including eight in 1982-83. Faculty members use these funds for travel, moving and living expenses, tuition and fees, and materials

related to the objective of their leaves. During this period each person, whose request has met the goals of this program, has been provided some support, not always the amount which they requested, however.

1982-83

- Lewis Oring (Biology) \$3000
(Travel and field work in Australia, resulting in instructional films.)
- John Noll (Psychology) \$2500
(Comparative study of legal implications of psychological practice, in Europe.)
- James McKenzie (English) \$2500
(Writing and development of models and techniques for teaching creative writing, in Grand Forks.)
- Jack Miller (Music) \$5000
(Retraining in the area of music librarianship and music history, at the University of Oregon and elsewhere.)
- Ivan Dahl (CTL) \$2500
(Study of adolescent development and middle school programs, at Arizona State University.)
- David Perry (Social Work) \$2500
(Development of social work and rehabilitation pedagogy, in Grand Forks.)
- Fred Peterson (CTL) \$4500
(Study and curriculum development in international and comparative education.)
- A. Wayne Bruce (Medical Technology) \$2500
(Study of college teaching and instructional technology, at the University of Minnesota.)

1981-82

- Lyle Steinmeier (Accounting) \$2500
(Study of technological advances in accounting, at the University of Minnesota and in CPA firms.)
- Pat Glassheim (Philosophy) \$2500
(Study, in Grand Forks and at regional institutions, of Humanities curricula and pedagogies.)
- Vern Keel (Journalism) \$2500
(Study, in Montreal, of Canadian approaches to journalism education.)
- Beverly Brekke (Center for Teaching and Learning) \$2500
(Study of methods of teaching sexuality in aging adults, at various centers on aging.)

1961-62 cont.

Lee Furman (Social Work) \$2500

(Study of adult learning and social work education, in the
Fielding Institute doctoral program)

Arne selbyg (Sociology) \$2500

(Preparation of text materials on comparative social systems,
in Norway.)

Robert Seabloom (Biology) \$2500

(Study of approaches to teaching advanced Biology, at the Uni-
versity of California, Davis.)

Dan Sheridan (English) \$3750

(Study of the complimentary processes of reading and writing
and pedagogy for each, in Grand Forks and elsewhere.)

Phil Hisey (Music) \$3750

(Study of music pedagogy, in Grand Forks and elsewhere.)

1980-81

Steven Harlow (Center for Teaching and Learning) \$3655

(Study, at UCLA, of emotional disturbance in children.)

Donald Miller (Visual Arts) \$5000

(Study of folk pottery in Mexico.)

Graciela Wilborn (Languages) \$5000

(Study of Spanish language and culture, in Spain.)

Jacquelyn McElroy (Visual Arts) \$2500

(Study of new painting and printmaking approaches.)

Douglas Peters (Psychology) \$2500

(Study in the field of environmental psychology and social
ecology, at the University of California, Irvine.)

Ronald Kutz (Center for Teaching and Learning) \$2500

(Study in mathematics education, at the University of Wisconsin.)

William Sheridan (Biology) \$2500

(Study in developmental Biology, at the University of Missouri,
Columbia.)

William Wrenn (Biology) \$1250

(Study in insect Biology, at the University of California at
Long Beach, and development of materials and approaches for
Introductory Biology.)

Stuart Lundberg (Accounting & Business Law) \$2500

(Advanced degree study at the University of Denver, School
of Law.)

William Borden (English) \$1250

(Residency at the Playwright's Center, Minneapolis.)

Advocacy

The third leg of the instructional development stool, balancing the direct service and funding legs, is what we have come to call "advocacy". Many of the projects described as "assistance" earlier in this section involve the Director and the Office in taking some leadership in advancing the instructional program of the University. The earlier lists, and descriptions in the previous progress reports, present an idea of the range of advocacy activities. In this report we want to highlight a few of the most significant ones.

The Office has taken a special interest in the quality of education provided for both our freshman students and our older-than-average students. During the past year we have prepared position papers, sponsored forums, and funded workshops and materials as ways of improving our work with these groups. The Freshman Convocation and the recent Malcolm Knowles Seminar are visible features of our advocacy in these areas. Also, the Office has directed both money and assistance toward enhancing the place of foreign languages in our University and in the local public schools. A Foreign Language Task Force has been formed, which the Director helped instigate and continues to advise.

The work of Elliot Shubert in the area of science education is another good example of advocacy. Dr. Shubert, working through the Office, began discussions on our campus among faculty, staff, and public school people; wrote about the issue (Instructional Development Report: "The Science Education Crisis: Fact or Fiction"); developed along with the UND Foundation and Enrollment Services scholarships for promising science teachers; and planned a major colloquia on science education as part of the North Dakota Academy of Science meetings.

Finally, the Academic Skills Project has been a way for the Office to advocate the improvement of education through closer and stronger cooperation among institutions of higher education and public schools.

The Office continues to be interested in the recognition and reward for teaching on our campus. During 1982-83 the Director served on the University Promotion Committee and advocated strongly the close scrutiny of each candidate's teaching record and the promotion of those who have shown promise, achievement, or distinction as teachers of our students. Also, the Director continues to assist faculty members document their teaching record and prepare it for presentation. We have not been shy to requests for information or evaluations from promotion and tenure committees; where we believe a candidate is strong we have encouraged advancement, and where we see problems we have suggested improvement.

Finally, the Office has been an advocate for instructional development resources. This past year the Office prepared the request to the Bush Foundation for an additional three years of support. This request was granted, and the Foundation will continue to provide UND \$125,000 a year through 1985-86. In the preparation of the request the Director, the Faculty Instructional Development Committee, and the Vice President for Academic Affairs developed an agreement with the President that will increase the University's financial support of the instructional development programs until in 1986-87 the institution will continue these programs with its own internal resources.

Also, the Office has begun to advance a plan for state funding of instructional development, first shared with instructional development directors at other institutions and most recently with the legislative committee concerned with funding higher education in North Dakota.

"Fundraising", though not perceived as the core of the Office's responsibilities, has nonetheless been an important way to advocate and support instructional development at UND.

Other Activities

As in the first two years, the Office and the Director have pursued activities which need mention apart from the principal responsibilities of direct service, funding, and advocacy. In each case they have been undertaken because they might contribute, directly or indirectly, to our instructional development work.

As Associate Professor and member of the Foundations faculty in the Center for Teaching and Learning, the Director continues to teach and participate in department and college activities. In 1982-83, he taught CTL 341: Curriculum and Instruction (Fall), CTL 539: College Teaching Techniques (Spring, with H. Slotnick), one graduate-level independent study each semester, and three separate sessions as guest lecturer in other courses. The Director also served as an elected faculty member of the University Senate, Membership Chair of Phi Delta Kappa, and as a member of the KFJM Advisory Board.

In 1982-83 the Office continued to be asked to assist other faculty development programs. For the second year the Director, along with Jacqueline Davis, coordinated interchange among the Bush-funded faculty development programs. We publish a booklet of program descriptions, a newsletter, and this past year we planned a conference for the directors of these programs, held in St. Paul in July. Also, we were asked by the Foundation to assist a major evaluation of their faculty development activities by serving as a "pilot test" for their evaluation team, Bill McKeachie and Ken Eble. Also, we sent information about our program

and other aspects of instructional development to approximately 50 campuses, and the Director visited three campuses as a consultant.

During the year the Office assisted in the funding of the National Faculty Exchange, which recently received major support from the Exxon and Ford Foundation, and the Director is a member of the Steering Committee.

And, finally, the Director presented seminars on college teaching for a variety of groups throughout the year, most notable at the Council of Independent Colleges Summer Institute.

II. Evaluation

Since the start of the Bush-funded instructional development programs a faculty-staff Instructional Development Program Evaluation Committee has existed to each year evaluate the progress of the Office of Instructional Development and related instructional development activities at UND. This Committee has been chaired by Dean Vito Perrone (CTL), and members during 1982-83 included: Janet Ahler (CTL), Gene Kemper (Academic Affairs), Sheldon Schmidt (CTL), Scot Stradley (Economics), and Jerome Tweton (History).

As the original proposal to the Bush Foundation notes, the Committee members have viewed their efforts as "informing the program . . . doing all that we can to keep the program responsive--capable of making changes during the course of each year to meet new institutional and faculty needs and interests." In keeping with this basic direction, the report is intended principally for Robert Young, Alice Clark, the Faculty Instructional Development Committee, and the University Faculty Development Committee. It is included in this progress report so that it might be shared with the University community, the Bush Foundation, and others who might be interested in our work in instructional development.

In thinking about 1982-83, the Committee felt that it would be useful to survey again the entire faculty regarding various aspects of the instructional development effort, believing that it was important to maintain a process begun in 1980-81. This survey is the focus of this report.*

*The Committee also made a decision to engage in several case studies meant to gain intensive qualitative information about particular programs and projects. In a sense, these case studies represent a rehearsal for the case study approach to the 1983-86 evaluation of the Bush Instructional Development Program. The case studies will be presented as they are completed and will not be a part of this report.

University-Wide Faculty Survey

Our survey focused upon the "awareness/knowledge" of various aspects of the instructional development program's activities as well as "perceived performance" in relation to a range of objectives, essentially those viewed as most important by faculty in the 1980-81 faculty survey. A survey instrument was sent to 400 faculty members in April 1983. Two hundred and twenty-two, or fifty-five percent, were returned in time for our tabulation of responses. Table 1 represents the numbers of returns by academic rank and college/school. They are representative of the actual faculty by rank and with minor exception by college/school. In relation to the latter, Arts and Sciences, Medicine, and Law are slightly under-represented and CTL, HRD, and Nursing are slightly over-represented. It should be noted that whenever numbers are placed within parentheses in the tables, they refer to 1981-82. We have included them for added perspective on the responses.

Table 1
Returns by Rank and College/School

<u>Rank</u>	<u>No. of Returns</u>		<u>% of Total Returns</u>	
Instructor	12	(13)	5.4	(6.5)
Assistant Professor	51	(53)	23.0	(26.5)
Associate Professor	80	(75)	36.0	(37.5)
Professor	72	(58)	32.4	(29.0)
Other	5	(1)	2.3	(.5)
	<u>222</u>	<u>(200)</u>		
<u>College/School</u>				
Arts and Sciences	55	(60)	24.8	(30.0)
BPA	27	(27)	12.2	(13.5)
CTL	18	(19)	8.1	(9.5)
Engineering	16	(11)	7.2	(5.5)
Fine Arts	13	(10)	5.9	(5.0)
HRD	30	(20)	13.5	(10.0)
Law	4	(3)	1.8	(1.5)
Medicine	26	(31)	11.7	(15.5)
Nursing	21	(19)	9.5	(9.5)
Other	12		5.4	(0.0)

We asked one new question this year--"Have you been a participant in any program/activity sponsored by the Instructional Development Program?" The responses to this question, total and by rank, are contained in Table 2. Table 3 represents the responses in relation to the various colleges. We also used the responses regarding participation to examine the other major questions in the survey, finding the results particularly useful.

Table 2
Participation/Lack of Participation by Rank

	<u>Participated</u>		<u>Did Not Participate</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Instructor	3	25.0	9	75.0
Assistant Professor	34	66.7	17	33.3
Associate Professor	53	67.1	25	31.6
Professor	46	66.7	23	33.3
Other	3	60.0	2	40.0
	<u>140</u>	<u>63.5</u>	<u>76</u>	<u>34.2</u>

Table 3
Participation/Lack of Participation in
Instructional Development Activities
by College/School (Percentages)

	<u>Participated</u>	<u>Did Not Participate</u>
Arts & Sciences	72.7	27.3
Business & Public Administration	59.3	40.7
Center for Teaching & Learning	83.3	16.7
Engineering	78.6	21.4
Fine Arts	46.2	53.8
Human Resources Development	76.7	23.3
Law	50.0	50.0
Medicine	19.2	80.8
Nursing	80.0	20.0

Overall participation levels are quite high across the three professor ranks. With the exception of Medicine, Fine Arts, Law, and BPA, in that order, participation levels are also high within most of the colleges.

The Instructional Development Office provides funding for three major programs: Instructional Development Grants, Instructional Development Leave Supplements, and Instructional Development Contracts. Table 4 reports the responses by rank, Table 5 by college/school, and Table 6 by whether individuals were or were not participants in an Instructional Development sponsored program or activity.

Table 4
Awareness of/Knowledge About
Various Instructional Development Programs
Overall and By Rank (Percentages)

	<u>Considerable</u>					<u>Some</u>					<u>Very Little</u>				
	<u>Overall</u>	<u>Inst</u>	<u>Asst</u>	<u>Assoc</u>	<u>Prof</u>	<u>Overall</u>	<u>Inst</u>	<u>Asst</u>	<u>Assoc</u>	<u>Prof</u>	<u>Overall</u>	<u>Inst</u>	<u>Asst</u>	<u>Assoc</u>	<u>Prof</u>
Inst. Dev. Grants Program	39.2 (34.0)	0.0 (23.1)	37.3 (26.4)	33.8 (36.0)	51.4 (41.4)	43.7 (44.0)	67.7 (46.2)	39.2 (54.7)	31.3 (40.0)	36.1 (39.7)	17.1 (20.0)	33.3 (30.8)	23.5 (17.0)	15.0 (21.3)	12.3 (17.2)
Inst. Dev. Leave Supplement	23.9 (18.0)	16.7 (15.4)	8.0 (9.4)	25.0 (22.7)	33.8 (20.7)	47.7 (47.0)	25.0 (61.5)	60.0 (45.3)	53.8 (40.0)	38.0 (56.9)	27.5 (33.0)	58.3 (23.1)	32.0 (43.4)	21.3 (36.0)	28.2 (20.7)
Inst. Dev. Contracts Program	8.6 (6.0)	8.3 (0.0)	4.1 (3.8)	8.8 (9.3)	12.7 (5.2)	24.8 (24.5)	8.3 (23.1)	22.4 (20.8)	28.8 (24.0)	26.8 (29.3)	64.9 (68.0)	83.3 (76.9)	73.5 (73.6)	62.5 (64.0)	60.6 (65.3)

Table 5
Awareness of/Knowledge About Various
Instructional Development Programs by College (Percentages)

	Inst. Dev. Grants Program			Inst. Dev. Leave Supplement			Inst. Dev. Contracts Program		
	Considerable	Some	Very Little	Considerable	Some	Very Little	Considerable	Some	Very Little
A & S	52.7 (41.7)	41.8 (43.3)	5.5 (10.0)	22.6 (20.0)	62.3 (56.7)	15.1 (20.0)	11.1 (6.7)	14.8 (23.3)	74.1 (66.7)
BPA	33.3 (18.5)	40.7 (59.3)	25.9 (22.2)	25.9 (7.4)	40.7 (33.3)	33.3 (59.3)	7.4 (0.0)	25.9 (29.6)	66.7 (70.4)
CTL	55.6 (37.9)	33.3 (36.8)	11.1 (0.0)	61.1 (42.1)	22.2 (47.4)	16.7 (10.5)	22.2 (15.8)	44.4 (31.6)	33.3 (47.4)
Engr.	37.5 (34.5)	43.8 (9.1)	18.8 (36.4)	18.8 (27.3)	37.5 (45.5)	43.8 (18.2)	6.3 (0.0)	25.0 (9.1)	68.8 (90.9)
F.A.	46.2 (40.0)	53.8 (50.0)	0.0 (10.0)	38.5 (20.0)	53.8 (50.0)	7.7 (30.0)	7.7 (10.0)	38.5 (10.0)	53.8 (80.0)
HRD	30.0 (40.0)	46.7 (40.0)	23.3 (20.0)	26.7 (10.0)	43.3 (60.0)	30.0 (30.0)	7.1 (30.0)	35.7 (25.0)	57.1 (25.0)
Law	0.0 (33.3)	75.0 (66.7)	25.0 (0.0)	0.0 (33.3)	75.0 (67.7)	25.0 (0.0)	0.0 (0.0)	75.0 (100.0)	25.0 (0.0)
Medicine	23.1 (16.1)	38.5 (32.3)	38.5 (51.6)	15.4 (12.9)	34.6 (35.5)	50.0 (51.6)	11.5 (6.5)	7.7 (19.4)	80.8 (74.2)
Nursing	33.3 (15.8)	52.4 (68.4)	14.3 (15.8)	4.8 (10.5)	66.7 (42.1)	28.6 (47.4)	0.0 (3.3)	35.0 (26.3)	65.0 (68.4)

Table 6
Awareness of/Knowledge About Various Instructional
Development Programs in Relation to Participation/Lack
of Participation in Instructional Development Activities (Percentages)

	Inst. Dev. Grants Program			Inst. Dev. Leave Supplement			Inst. Dev. Contracts Program		
	Considerable	Some	Very Little	Considerable	Some	Very Little	Considerable	Some	Very Little
Participated	52.5	39.7	7.8	31.7	50.4	18.0	11.7	29.9	58.4
Did Not Participate	13.2	51.3	35.5	9.2	44.4	46.1	3.9	15.8	80.3

In examining the responses in Tables 4-6, it is clear that there continues to be, as was the case in the previous surveys (80-81 and 81-82), considerably more overall knowledge about the Instructional Development Grants Program than either of the other two and that there is very little knowledge about the Instructional Development Contracts Program, even though a major portion of the Instructional Development

Budget is devoted to this area. In general, full professors, those presumably with the longest tenure or deepest involvement in the University, have the highest levels of awareness/knowledge about the three programs. When examined by college/school, respondents from the Center for Teaching and Learning had the greatest level of awareness/knowledge though the levels of awareness/knowledge were also fairly high in Arts and Sciences, Engineering, Fine Arts, Human Resources Development, and Nursing, especially in relation to the Instructional Development Grants and Leave Supplement Programs. On the other hand, awareness/knowledge levels continue to lag in Business and Public Administration and Medicine. As noted in Table 6, there is a significant difference in awareness/knowledge levels between those who participated in an Instructional Development activity and those who did not.

In addition to the three foregoing programs, the Instructional Development Office facilitates a variety of consultation assistance and provides materials on instruction, curriculum development, etc. We inquired about the levels of "awareness/knowledge" of these services. Recognizing the central role that the Director, Robert Young, plays in the Instructional Development Program, especially in its less formal aspects, we also asked about faculty members' "awareness/knowledge" about "the work of Robert Young." These two concerns are reported in Tables 7, 8, and 9.

Table 7
Awareness of/Knowledge About
Instructional Development Services and the Work of
the Director of Instructional Development Program:
Overall and by Rank (Percentages)

Inst. Dev. Services
available through Inst.
Dev. Office (written
materials, ind. consul-
tation, curriculum
dev. assistance)

Work of the Director
of the Inst. Dev.
Program, Robert Young

Considerable					Some					Very Little				
Overall	Inst	Asst	Assoc	Prof	Overall	Inst	Asst	Assoc	Prof	Overall	Inst	Asst	Assoc	Prof
27.5 (27.5)	25.0 (30.8)	17.6 (18.9)	27.5 (28.0)	35.2 (34.3)	47.7 (52.5)	41.7 (53.8)	52.9 (62.3)	48.8 (52.0)	43.7 (44.8)	24.3 (19.0)	33.3 (15.4)	29.4 (18.9)	23.8 (17.3)	21.1 (20.7)
25.7 (28.5)	25.0 (30.8)	14.0 (22.6)	26.3 (30.7)	31.0 (31.0)	52.7 (50.0)	41.7 (46.2)	70.0 (54.7)	50.0 (46.7)	49.3 (51.7)	20.3 (21.0)	33.3 (23.1)	16.0 (22.6)	23.8 (21.3)	18.3 (17.2)

Table 8
Awareness of/Knowledge About
Instructional Development Services and the Work
of the Director of Instructional Development Program
by College (Percentages)

Inst. Dev. Services available
through Inst. Dev. Office (written
materials, ind. consultation,
curriculum development)

Work of Director of the Inst. Dev.
Program

	Considerable	Some	Very Little	Considerable	Some	Very Little
A & S	27.3 (28.3)	54.5 (48.3)	18.2 (21.7)	27.8 (33.3)	57.4 (51.7)	14.8 (13.3)
BPA	18.5 (7.4)	48.1 (70.4)	33.3 (22.2)	18.5 (25.9)	48.1 (48.1)	33.3 (25.9)
CTL	38.9 (36.8)	44.4 (47.4)	16.7 (10.5)	44.4 (42.1)	44.4 (42.1)	11.1 (15.8)
Engr	37.5 (36.4)	31.3 (45.5)	31.3 (18.2)	12.5 (27.3)	68.8 (63.6)	18.8 (9.1)
F.A.	38.5 (20.0)	46.2 (70.0)	15.4 (10.0)	46.2 (10.0)	38.5 (90.0)	15.4 (0.0)
HRD	33.3 (35.0)	46.7 (50.0)	20.0 (15.0)	24.1 (40.0)	62.1 (50.0)	13.8 (10.0)
Law	0.0 (33.3)	75.0 (66.7)	25.0 (0.0)	25.0 (33.3)	50.0 (66.7)	25.0 (0.0)
Medicine	16.0 (22.6)	32.0 (45.2)	52.0 (32.3)	15.4 (16.1)	38.5 (29.0)	46.1 (34.8)
Nursing	33.3 (42.1)	52.4 (52.6)	14.3 (5.3)	28.6 (21.1)	61.9 (57.9)	9.5 (21.1)

Table 9

Awareness of/Knowledge About Instructional Development Services
and the Work of the Director of the Instructional
Development Program in Relation to Participation/
Lack of Participation in Instructional
Development Activities (Percentages)

	<u>Considerable</u>		<u>Some</u>		<u>Very Little</u>	
	<u>Participated</u>	<u>Did Not Participate</u>	<u>Participated</u>	<u>Did Not Participate</u>	<u>Participated</u>	<u>Did Not Participate</u>
Inst. Dev. Services available through Inst. Dev. Office (written materials, ind. consultation, curriculum dev. assistance)	34.8	13.3	51.8	40.0	13.5	46.7
Work of the Director of the Inst. Dev. Program, Robert Young	35.3	7.9	56.8	47.4	7.9	43.4

Overall, awareness/knowledge levels of the "services" provided by the Instructional Development Office and "the work of its Director, Robert Young" are fairly high across all ranks. When viewed by college, Business and Public Administration and Medical School faculty have the lowest levels of awareness/knowledge in relation to both categories. This was also the case in 1981-82. The differences between those who participated in Instructional Development Activities and those who did not is particularly noteworthy.

In the 1980-81 survey, approximately 50 impact/purpose statements appeared upon which faculty were asked to place a value. We took the fourteen which were considered the most valuable to include in the 1981-82 survey. These were included again in the 1982-83 survey. Basically, we asked faculty members to share their perceptions of "how well the Instructional Development Program is achieving its stated purposes." Tables 10, 11, and 12 report responses by rank, college/school, and by whether respondents had or had not participated in Instructional Development sponsored activities.

Table 10
Perception of How Well The
Instructional Development Program is Achieving Its
Stated Purposes: Overall and By Rank (Percentages)

	Very Much/Much					Somewhat					Little					No Basis For Response				
	Over all	Inst	Asst	Assoc	Pro'	Over all	Inst	Asst	Assoc	Prof	Over all	Inst	Asst	Assoc	Prof	Over all	Inst	Asst	Assoc	Prof
1. Improve the design of academic curricula	27.5 (22.5)	33.4 (15.0)	27.5 (20.8)	26.7 (20.0)	29.6 (29.3)	27.0 (28.0)	16.7 (38.5)	21.6 (28.1)	28.0 (32.0)	31.0 (20.7)	18.5 (17.5)	8.3 (15.4)	9.8 (18.9)	24.0 (14.7)	22.5 (20.7)	24.3 (29.5)	41.7 (15.4)	41.2 (30.2)	21.3 (32.0)	16.9 (27.6)
2. Improve the ability of faculty members to provide high quality instruction	44.2 (38.0)	50.0 (30.8)	49.0 (39.6)	39.6 (37.3)	44.9 (39.7)	27.0 (30.0)	16.7 (30.8)	17.6 (24.5)	31.6 (30.7)	36.2 (34.5)	11.7 (12.0)	16.7 (7.7)	7.8 (17.0)	15.8 (9.3)	10.1 (12.1)	14.0 (17.5)	16.7 (15.4)	25.5 (17.0)	13.2 (21.3)	8.7 (12.1)
3. Increase faculty members' interest and involvement in change	42.9 (37.5)	41.7 (23.1)	43.2 (43.4)	41.4 (37.4)	42.9 (36.2)	30.6 (27.0)	25.0 (23.1)	25.5 (18.9)	34.7 (32.0)	34.3 (29.3)	9.9 (13.0)	8.3 (7.7)	9.8 (18.9)	10.7 (6.7)	11.4 (17.2)	14.4 (20.0)	25.0 (30.8)	21.6 (17.0)	13.3 (22.7)	11.4 (15.3)
4. Encourage greater job satisfaction and sense of personal meaningfulness for faculty	29.8 (31.0)	41.7 (23.1)	28.0 (24.5)	28.9 (37.3)	30.8 (31.1)	25.2 (26.0)	8.3 (23.1)	20.0 (34.0)	26.3 (26.7)	35.3 (19.0)	10.5 (14.5)	25.0 (15.4)	14.0 (11.3)	21.1 (9.3)	19.1 (26.1)	22.5 (26.0)	25.0 (23.1)	38.0 (28.3)	33.7 (23.3)	14.7 (24.1)
5. Increase the frequency of faculty conversations about teaching	34.2 (37.5)	58.4 (23.1)	36.0 (35.9)	39.4 (40.0)	25.7 (40.7)	30.6 (22.0)	16.7 (30.8)	26.0 (24.5)	30.3 (20.0)	38.6 (20.7)	15.8 (18.5)	8.3 (7.7)	18.0 (18.9)	11.8 (18.7)	21.4 (20.7)	16.2 (19.5)	16.7 (23.1)	20.0 (18.9)	18.4 (20.0)	14.3 (17.2)
6. Improve teaching through a systematic evaluation and development process	19.4 (19.0)	25.0 (15.4)	18.0 (20.8)	20.0 (16.0)	19.7 (22.4)	36.0 (28.5)	25.0 (23.1)	42.0 (26.4)	34.7 (30.7)	38.0 (29.3)	19.4 (26.5)	16.7 (30.8)	12.0 (24.5)	20.0 (26.7)	25.4 (27.6)	22.1 (23.5)	33.3 (15.4)	28.0 (26.4)	25.3 (23.3)	16.9 (25.3)
7. Help individuals become better teachers	40.5 (36.0)	41.7 (23.1)	36.0 (39.7)	32.9 (34.7)	45.1 (38.0)	30.6 (28.0)	33.3 (30.8)	24.0 (22.6)	38.2 (29.3)	31.0 (31.0)	13.1 (15.0)	8.3 (23.1)	8.0 (17.0)	17.1 (13.3)	14.1 (13.8)	13.1 (18.5)	16.7 (7.7)	22.0 (18.9)	11.8 (21.3)	9.9 (15.3)
8. Enlarge the quality of education available to students	35.1 (25.0)	50.0 (15.4)	42.9 (32.0)	29.3 (20.0)	35.8 (27.6)	27.5 (28.0)	25.0 (23.1)	16.3 (24.5)	40.0 (33.3)	25.7 (25.9)	15.3 (12.0)	8.3 (23.1)	12.2 (9.4)	13.3 (8.0)	22.9 (17.2)	18.0 (30.0)	16.7 (23.1)	28.6 (32.1)	17.3 (32.0)	15.7 (25.9)
9. Provide dependable, complete, and effective services	41.4 (38.3)	50.0 (30.8)	42.0 (39.7)	43.4 (40.0)	39.1 (37.9)	23.4 (19.0)	8.3 (7.7)	20.0 (22.6)	21.1 (21.3)	34.8 (15.5)	10.8 (12.0)	8.3 (15.4)	10.0 (15.1)	14.5 (5.3)	10.1 (17.2)	20.7 (27.0)	33.3 (30.8)	28.0 (28.0)	21.1 (30.7)	15.9 (25.9)
10. Contribute to improved student learning	31.5 (29.5)	41.7 (15.4)	38.0 (32.0)	29.3 (32.0)	28.1 (27.5)	26.1 (27.0)	33.3 (30.8)	12.0 (24.5)	30.7 (28.0)	32.4 (27.6)	12.6 (11.0)	8.3 (7.7)	12.0 (9.4)	18.0 (8.0)	12.7 (17.2)	26.6 (30.0)	16.7 (30.8)	38.0 (32.1)	24.0 (30.7)	26.8 (25.9)
11. Contribute to improved attitudes among students toward courses, content, and/or curricula	14.0 (14.5)	16.6 (0.0)	12.2 (17.0)	13.1 (14.6)	17.3 (15.5)	23.4 (15.0)	8.3 (15.4)	18.4 (9.4)	27.6 (21.3)	23.2 (12.1)	19.4 (22.0)	25.0 (23.1)	14.3 (24.5)	21.1 (20.0)	24.6 (22.4)	39.2 (45.5)	50.0 (44.2)	55.1 (45.3)	38.2 (42.7)	34.8 (48.3)
12. Encourage more frequent interaction between students and faculty	10.4 (17.0)	16.6 (0.0)	12.0 (13.2)	8.0 (22.7)	12.7 (17.2)	27.0 (16.5)	8.3 (30.8)	14.0 (9.4)	29.3 (20.0)	35.2 (15.5)	25.2 (24.5)	16.7 (30.8)	28.0 (30.2)	29.3 (20.0)	23.9 (24.1)	34.2 (38.3)	58.3 (23.1)	44.0 (43.4)	33.3 (34.7)	28.2 (41.4)
13. Serve as a "networking" mechanism to identify and bring together people and resources	47.7 (48.5)	50.0 (30.8)	42.0 (45.3)	47.4 (52.0)	54.3 (40.7)	23.0 (18.0)	8.3 (7.7)	22.0 (22.6)	30.3 (17.3)	21.4 (17.2)	8.6 (11.0)	8.3 (23.1)	8.0 (15.1)	6.6 (6.7)	11.4 (10.3)	17.6 (19.5)	33.3 (23.1)	28.0 (15.1)	15.8 (22.7)	12.9 (17.2)
14. Increase the concern for professional excellence in teachers and administrators	45.0 (42.0)	50.0 (38.5)	42.0 (37.7)	48.0 (45.3)	47.2 (43.1)	28.4 (28.0)	8.3 (23.1)	24.0 (32.1)	33.3 (26.7)	32.9 (27.6)	7.7 (10.0)	16.7 (7.7)	8.0 (11.3)	5.3 (8.0)	8.6 (12.1)	15.3 (17.5)	25.0 (15.4)	26.0 (17.0)	13.3 (18.7)	11.4 (15.5)

Table 11
Perception of How Well the Instructional
Development Program is Achieving its Stated
Purposes by College (Percentages)

	Vary Much/Much										Little									
	A & S	BPA	CTL	Engr	FA	HRD	Law	Med	Wurz		A & S	BPA	CTL	Engr	FA	HRD	Law	Med	Wurz	
1. Improve the design of academic curricula	29.1 (21.6)	26.0 (22.2)	27.8 (26.3)	31.2 (18.2)	33.4 (20.0)	40.0 (20.0)	0.0 (33.3)	24.0 (19.4)	33.3 (31.6)		23.6 (20.0)	30.4 (14.8)	22.2 (36.8)	18.8 (9.1)	0.0 (10.0)	20.0 (15.0)	25.0 (33.3)	20.0 (12.9)	14.3 (10.5)	
2. Improve the ability of faculty members to provide high quality instruction	39.6 (33.3)	34.7 (25.9)	61.1 (47.4)	62.5 (45.5)	61.5 (60.0)	50.0 (50.0)	25.0 (66.7)	32.0 (35.5)	52.3 (31.6)		17.0 (13.3)	26.1 (18.5)	11.1 (13.8)	0.0 (0.0)	15.4 (10.0)	6.7 (0.0)	20.0 (33.3)	12.0 (12.9)	0.0 (10.5)	
3. Increase faculty members' interest and involvement in change	47.2 (35.0)	39.1 (29.6)	61.1 (47.4)	50.1 (27.3)	53.9 (40.0)	30.0 (50.0)	25.0 (66.7)	32.0 (25.8)	33.4 (52.7)		15.1 (20.0)	4.3 (22.2)	5.6 (10.5)	12.5 (0.0)	0.0 (20.0)	6.7 (5.0)	25.0 (33.3)	24.0 (6.5)	4.8 (0.0)	
4. Encourage greater job satisfaction and sense of personal meaningfulness for faculty	27.8 (25.0)	17.3 (11.1)	52.9 (52.6)	20.0 (27.3)	46.2 (40.0)	33.3 (30.0)	25.0 (66.7)	24.0 (32.3)	38.1 (47.4)		22.2 (15.0)	30.4 (14.8)	17.6 (10.5)	26.7 (36.4)	0.0 (20.0)	13.3 (15.0)	25.0 (33.3)	24.0 (9.7)	9.5 (5.3)	
5. Increase the frequency of faculty conversations about teaching	34.5 (30.0)	21.7 (25.9)	47.0 (57.9)	33.0 (34.6)	50.8 (30.0)	46.6 (55.0)	50.0 (66.7)	24.0 (25.8)	47.5 (47.4)		20.0 (21.7)	39.1 (29.6)	5.9 (21.1)	13.3 (18.2)	7.7 (20.0)	16.7 (5.0)	25.0 (33.3)	12.0 (12.9)	0.0 (10.5)	
6. Improve teaching through a systematic evaluation and development process	18.1 (13.3)	17.3 (18.5)	16.7 (10.5)	40.0 (27.3)	30.8 (20.0)	23.3 (25.0)	0.0 (33.3)	16.0 (22.6)	25.0 (26.3)		32.7 (28.3)	21.7 (22.2)	11.1 (36.8)	0.0 (27.3)	15.4 (20.0)	20.0 (30.0)	25.0 (66.7)	20.0 (16.1)	5.0 (26.3)	
7. Help individuals become better teachers	30.9 (33.4)	47.8 (18.5)	55.5 (42.4)	40.0 (36.4)	46.2 (50.0)	53.4 (50.0)	25.0 (66.7)	28.0 (38.7)	52.4 (31.6)		16.4 (16.7)	17.4 (18.5)	5.6 (15.8)	6.7 (9.1)	23.1 (0.0)	13.3 (10.0)	25.0 (33.3)	20.0 (12.9)	0.0 (21.1)	
8. Enlarge the quality of education available to students	36.4 (21.7)	43.4 (18.5)	44.5 (26.4)	26.6 (27.3)	38.5 (30.0)	34.4 (30.0)	25.0 (33.3)	20.0 (32.3)	55.0 (22.9)		16.4 (23.3)	26.1 (37.0)	5.6 (31.6)	20.0 (27.3)	7.7 (20.0)	17.2 (25.0)	25.0 (33.3)	24.0 (41.9)	5.0 (31.6)	
9. Provide dependable, complete, and effective services	40.7 (38.3)	34.8 (22.2)	45.6 (57.9)	35.7 (36.4)	68.2 (70.0)	43.3 (35.0)	25.0 (66.7)	36.0 (29.0)	48.6 (42.1)		16.7 (20.0)	21.7 (25.9)	11.1 (15.8)	0.0 (45.5)	0.0 (20.0)	13.3 (25.0)	25.0 (0.0)	8.0 (48.4)	0.0 (26.3)	
10. Contribute to improved student learning	27.3 (25.0)	30.4 (18.5)	50.0 (36.9)	26.6 (36.4)	46.2 (30.0)	36.7 (45.0)	0.0 (66.7)	16.0 (29.1)	46.7 (21.2)		14.5 (13.3)	21.7 (14.8)	5.6 (5.3)	6.7 (9.1)	7.7 (0.0)	16.7 (5.0)	33.3 (33.3)	16.0 (9.7)	4.8 (15.8)	
11. Contribute to improved attitudes among students toward courses, content, and/or curricula	14.5 (11.6)	17.3 (3.7)	23.5 (15.8)	20.0 (18.2)	23.1 (10.0)	13.3 (25.0)	0.0 (33.3)	8.4 (13.0)	14.3 (21.1)		29.1 (20.0)	26.1 (37.0)	11.8 (31.6)	20.0 (45.5)	23.1 (20.0)	10.0 (10.0)	25.0 (33.3)	20.8 (9.7)	14.3 (15.8)	
12. Encourage more frequent interaction between students and faculty	12.7 (13.3)	8.7 (7.4)	23.6 (31.6)	13.3 (18.2)	15.4 (40.0)	10.0 (15.0)	0.0 (33.3)	8.0 (19.4)	4.8 (10.5)		36.4 (35.0)	17.4 (25.9)	11.8 (21.1)	13.3 (18.2)	15.4 (30.0)	30.0 (15.0)	25.0 (33.3)	28.0 (12.9)	28.6 (21.1)	
13. Serve as a "networking" mechanism to identify and bring together people and resources	53.7 (46.7)	39.1 (37.0)	72.3 (73.8)	53.3 (63.7)	69.2 (50.0)	53.3 (55.0)	25.0 (66.7)	28.0 (35.5)	47.6 (47.4)		5.6 (15.0)	13.0 (14.8)	11.1 (10.5)	6.7 (0.0)	7.7 (10.0)	3.3 (5.0)	25.0 (33.3)	12.0 (9.7)	4.8 (5.3)	
14. Increase the concern for professional excellence in teachers and administrators	42.6 (37.4)	52.1 (29.6)	72.2 (68.3)	33.3 (45.3)	66.7 (70.0)	56.7 (50.0)	25.0 (66.7)	32.0 (32.3)	42.9 (31.6)		5.6 (15.0)	26.1 (11.1)	5.6 (5.3)	6.7 (18.2)	0.0 (0.0)	3.3 (0.0)	25.0 (33.3)	12.0 (6.5)	0.0 (10.5)	

Table 12
Perception of How Well the Instructional
Development Program is Achieving its Stated Purposes
in Relation to Participation/Lack of Participation in
Instructional Development Activities (Percentages)

Purposes	Very Much/Much		Somewhat		Little		No Basis For Response	
	Participated	Did Not Participate	Participated	Did Not Participate	Participated	Did Not Participate	Participated	Did Not Participate
1	33.6	16.7	31.4	19.7	19.3	19.7	13.7	43.7
2	36.3	23.6	27.5	27.8	9.4	18.1	6.3	30.6
3	34.3	20.9	33.3	27.8	8.0	15.3	4.3	36.1
4	41.6	12.5	29.2	18.1	16.1	23.0	13.1	44.4
5	44.2	18.1	30.4	31.9	14.3	20.8	10.9	29.2
6	23.2	13.9	30.1	30.6	19.6	22.2	18.1	33.3
7	31.1	22.3	32.4	29.2	10.1	20.8	6.3	27.8
8	45.2	19.7	31.4	21.1	13.9	21.1	9.5	38.0
9	48.9	30.3	29.9	13.9	9.3	13.9	11.7	41.7
10	40.3	18.0	29.7	22.2	11.6	15.3	18.1	44.4
11	17.7	8.3	29.4	16.7	19.9	19.4	33.1	55.6
12	15.2	2.8	31.2	20.8	25.4	26.4	28.3	50.0
13	39.4	30.3	28.3	13.9	3.8	13.9	6.3	41.7
14	38.3	26.4	30.7	23.6	3.8	12.3	5.1	37.3

When the responses in Table 10 are examined, it is significant that there were more positive reactions to a majority of the stated purposes (nine of the fourteen) than was the case in 1981-82. As was true a year ago, the greater awareness of Professors is evident when the "no basis for response" category is examined. In 1981-82, purpose statements 1, 8, 10, 11, and 12 had a significant number of responses in the "no basis for response" category. While responses in this category continue to be high for purpose statements 10, 11, and 12, they are no longer particularly high for 1 ("improve the design of academic curricula") and 8 ("enlarge the quality of education available to students").

The purposes have been placed in rank order overall, by rank, and by participation/nonparticipation (Table 13), and by college (Table 14). To determine the rank order, we took into account the percentage who felt a purpose was being achieved at the levels of "very much and much" balanced against the percentage who felt the purposes were being achieved at a level of "little."

Table 13

Rank Order of How Well the Instructional
Development Program is Achieving its Stated
Purposes - Overall, Faculty Rank,
Participation/Nonparticipation

Rankings of Purposes 1-14

<u>Purposes</u>	<u>Overall</u>	<u>Professor</u>	<u>Assoc Prof</u>	<u>Asst Prof</u>	<u>Participated</u>	<u>Did Not Participate</u>
1	11 (11)	11 (10)	11 (11)	9 (12)	11	9
2	5 (3)	3 (4)	7 (5)	1 (7)	3	10
3	4 (5)	4 (7)	3 (4)	2 (3)	4	4
4	10 (9)	9 (12)	10 (6)	11 (9)	10	13
5	9 (7)	12 (2)	5 (8)	10 (8)	3	8
6	12 (12)	13 (13)	12 (13)	12 (11)	12	11
7	2 (6)	5 (5)	6 (3)	7 (6)	5	7
8	7 (10)	7 (9)	8 (10)	6 (5)	7	6
9	6 (4)	6 (6)	4 (3)	5 (2)	6	1
10	8 (8)	8 (8)	9 (7)	8 (4)	9	5
11	13 (14)	14 (14)	13 (14)	13 (13)	13	12
12	14 (13)	10 (11)	14 (12)	14 (14)	14	14
13	1 (1)	1 (1)	2 (1)	4 (10)	1	2
14	3 (2)	2 (3)	1 (2)	3 (1)	2	3

The greatest shifts, overall, occurred with goals 7 ("Help individuals become better teachers") and 8 ("Enlarge the quality of education available to students"). In both cases the rank order went up, clearly a positive direction. The most significant change among the responses of Professors occurred in relation to goal 5 ("Increase the frequency of faculty conversation about teaching"). Ranked second in 1981-82, it was ranked twelfth in 1982-83. Goals 6 ("Improve teaching

through a systematic evaluation and development process"), 11 ("Con-tribute to improved attitudes among students toward courses, content and/or curricula"), and 12 ("Encourage more frequent interaction between students and faculty") remain in 1982-83, as in 1981-82, at the bottom. They may be unrealistic goals; on the other hand, they may be goals re-ceiving too little attention by the program.

When looked at by college, the rankings appear as follows in Table 14.

Table 14
Rank Order of How Well the Instructional
Development Program is Achieving its
Stated Goals by College*

<u>Rankings of Purposes 1-14</u>									
<u>Purposes</u>	<u>Overall</u>	<u>A & S</u>	<u>BPA</u>	<u>CTL</u>	<u>Engr</u>	<u>FA</u>	<u>HRD</u>	<u>Med</u>	<u>Nurs</u>
1	11 (11)	11 (10)	9 (5)	14 (12)	10 (8)	7 (8)	7 (12)	8 (9)	12 (8)
2	5 (3)	5 (3)	8 (4)	4 (7)	1 (1)	5 (2)	3 (3)	3 (5)	2 (6)
3	4 (5)	3 (6)	1 (3)	3 (5)	4 (7)	4 (6)	9 (5)	6 (7)	9 (1)
4	10 (9)	10 (8)	13 (9)	9 (3)	14 (13)	11 (7)	10 (9)	9 (4)	10 (4)
5	9 (7)	7 (9)	14 (10)	7 (6)	9 (3)	9 (9)	8 (4)	5 (9)	5 (3)
6	12 (12)	12 (13)	10 (11)	13 (14)	3 (9)	12 (10)	13 (14)	11 (11)	11 (12)
7	2 (6)	8 (5)	2 (7)	5 (9)	6 (4)	10 (3)	4 (6)	7 (3)	1 (9)
8	7 (10)	6 (11)	5 (12)	8 (11)	11 (10)	8 (12)	11 (11)	12 (13)	3 (13)
9	6 (4)	4 (4)	6 (8)	10 (4)	5 (12)	1 (5)	5 (8)	1 (14)	4 (5)
10	8 (8)	9 (7)	7 (6)	6 (8)	8 (5)	6 (13)	6 (7)	10 (6)	8 (9)
11	13 (14)	13 (12)	12 (14)	12 (13)	12 (14)	13 (14)	12 (10)	13 (12)	13 (11)
12	14 (13)	14 (14)	11 (13)	11 (10)	13 (11)	14 (11)	14 (13)	14 (10)	14 (14)
13	1 (1)	1 (1)	3 (1)	1 (1)	2 (2)	3 (4)	2 (1)	4 (1)	6 (2)
14	3 (2)	2 (2)	4 (2)	2 (2)	7 (6)	2 (1)	1 (2)	2 (2)	7 (7)

*Law was left out because of the small response.

There are some major shifts within several of the colleges, most notably BPA, Fine Arts, Medicine, and Nursing. The most significant shifts across the colleges occurred in relation to goals 2, 4, 5, 7, and 8.

Tables 15-17 report on the perceptions of faculty regarding "the overall contribution of the Instructional Development Program to the University."

Table 15

Perception of the Overall Contribution of the
Instructional Development Program to the
University: Overall and by Rank (Percentages)

	<u>Very Important</u>	<u>Important</u>	<u>Satisfactory</u>	<u>Not Very Important</u>	<u>No Basis For Response</u>
Overall	27.5 (29.5)	28.4 (28.5)	18.5 (15.5)	11.7 (13.5)	14.0 (10.0)
Instructor	33.3 (46.2)	16.0 (15.4)	16.0 (7.7)	0.0 (23.1)	33.3 (0.0)
Asst Prof	23.5 (24.5)	37.2 (32.1)	15.6 (20.8)	11.8 (15.1)	11.8 (3.8)
Assoc Prof	21.2 (28.0)	28.7 (29.3)	18.7 (16.0)	22.5 (6.7)	18.7 (16.0)
Professor	34.7 (32.8)	23.6 (27.6)	20.8 (12.1)	13.9 (19.0)	6.9 (8.6)

Table 16
Perception of Overall Contribution of the
Instructional Development Program to the
University by College (Percentages)

	<u>Very Important</u>	<u>Important</u>	<u>Satisfactory</u>	<u>Not Very Important</u>	<u>No Basis For Response</u>
A & S	29.0 (25.0)	21.8 (26.7)	25.4 (16.7)	10.9 (20.0)	12.7 (6.7)
BPA	14.8 (14.8)	25.9 (33.3)	18.5 (25.9)	25.9 (14.8)	14.8 (7.4)
CTL	38.8 (42.1)	38.8 (36.8)	5.5 (5.5)	11.0 (5.3)	5.5 (5.3)
Engr	18.7 (27.3)	43.7 (27.3)	12.5 (18.2)	12.5 (18.2)	12.5 (9.1)
FA	38.4 (50.0)	38.4 (50.0)	15.3 (0.0)	0.0 (0.0)	7.6 (0.0)
HRD	33.3 (30.0)	36.6 (45.0)	3.3 (15.0)	13.3 (5.0)	13.3 (0.0)
Law	25.0 (33.3)	0.0 (33.3)	50.0 (0.0)	25.0 (33.3)	0.0 (0.0)
Medicine	15.3 (29.0)	15.3 (19.4)	26.9 (6.5)	15.3 (12.9)	26.9 (32.3)
Nursing	42.8 (42.1)	28.5 (5.3)	14.3 (31.6)	0.0 (10.5)	14.3 (10.5)

Table 17
Perception of Overall Contribution of the Instructional
Development Program to the University in Relation
to Participation/Lack of Participation in
Instructional Development Activities

	<u>Very Important</u>	<u>Important</u>	<u>Satisfactory</u>	<u>Not Very Important</u>	<u>No Basis For Response</u>
Participated	34.0	32.6	18.4	10.6	4.2
Did Not Participate	14.5	21.1	17.2	14.5	26.3

While the program is valued highly by the majority of faculty at all of the ranks and in all of the colleges with the exception of BPA and Medicine, there is an overall decline from 1981-82. Among the colleges there was a sizable decline in the percentage of "very important" and "important" responses in five of the colleges (HRD, FA, Medicine, Law, and BPA), and a slight decline in A & S and CTL. There were, on the other hand, sizable increases in Engineering and Nursing.

Conclusion

We have provided considerable data for those involved in the Instructional Development Program to reflect upon. This is what we conceive to be our principal responsibility. We would be remiss, however, if we didn't acknowledge some of what we gained in the process of conducting the survey and examining the responses.

It is evident that the program continues to succeed at high levels. This is a tribute to Robert Young and his continuing energy, good will, skill, and optimism. Those who have participated in activities sponsored by the Instructional Development Program are particularly positive and have gained considerable "awareness/knowledge" of the program's opportunities and goals. Increasing the participation levels can only have continuing salutary effects. While the program was conceived at the outset to be voluntary, to gain support by demonstrating its potential to improve teaching and learning and providing significant opportunities for the personal and professional growth of individual faculty members, there should, nonetheless, be concern about the relatively low levels of participation of faculty in Medicine, Fine Arts, and BPA.

We believe it is also important to ask why goals 6, 11, and 12-- "improve teaching through a systematic evaluation and development process," "contribute to improved attitudes among students toward courses, content, and/or curricula," and "encourage more frequent interaction between students and faculty" respectively, continue to fall at the bottoms of the rankings. Are they unrealistic? We don't believe so, though they clearly need attention if they are to be realized at higher levels.

In relation to the three principal opportunities offered by the Instructional Development Program, the Contracts Program has almost an "invisible" quality even though it receives a significant share of the Instructional Development Program's budget. It is possible that the Contracts Program is not achieving its purposes.

III. Directions - Past and Future

Any program develops directions, some quite intentional and others serendipitous. Some directions are clearly evident to everyone, and others are subtle to the perception of even those closest to the program. In the first two sections of this report we pointed out some of the directions that instructional development activities have taken this past year and over three years, and some that we seem set on into the future. In this section, we want to summarize and elaborate on what we see as the currents that have carried the instructional development program at UND and those that we might ride in the future.

We see these directions:

- In our direct service to the faculty, we are providing more "assistance" on curricular and institutional projects and less "consultation" with individuals and small groups of faculty members. We have spent more time with a small number of large projects and less time with the range of faculty members and their individual concerns. This year's evaluation, as we read it, is sensitive to this shift: the knowledge that faculty members have about instructional development services, funding programs and the Director has not improved and in many cases has eroded. Despite this data we hesitate to judge this shift as good or bad. Other data suggests that the faculty sees the program accomplishing important objectives: "improving the ability of faculty members to provide high quality instruction," "helping individuals become better teachers," and "increasing faculty members' interest and involvement in change." Both consultation and assistance types of service are required to meet these objectives. Most likely we will experience a regular shifting of direction between these ways of working on instructional development, and our best stance might be to remain conscious of shifts but agree to let them occur as long as we seem to be accomplishing these objectives. In the short-run we seem to be able to provide the consultation as requested, through the Director and various faculty groups, and we seem to have developed a capacity to provide curricular and institutional assistance. With this case, our direction might be most profitable if we let demand and circumstances determine where the emphasis will occur in any one year.

- The program has emphasized the written word. We write to faculty and staff members suggesting ideas and courses of action, we send written materials to them, and we have encouraged them to write through our publication series. This has been a good direction; all of these services

have been appreciated. The written word is still the medium of the University; we all understand it and most are comfortable with it. We, no doubt, will continue this direction into the future.

Funding for instructional development has increased significantly over the past three years, from \$10,000 to \$113,000 in Grants, Supplements, and Contracts. During the next three years it will continue to increase, with \$170,000 projected in 1985-86. This funding, in our judgement, is getting to the level where it provides a good "fit" with the amount of instructional development activity initiated by our faculty. As we stated in the first section, if this initiative remains constant then we will be at an appropriate level of funding for instructional development at this university. If, however, we want to encourage more review and development of curricula and approaches to instruction then we will need to add funds to our instructional development program. It may seem foolish, or at least out of academic character, to say that we have enough money, but our goal has been to have funding adequate to the instructional development job at UND, no more and no less.

The specific funding programs seem sound, at least to the author of this report. Instructional Development Grants continue to serve the interests and needs of individual faculty members and departments as they seek to improve their curriculum, courses, and teaching abilities. The Faculty Instructional Development Committee attempts to be responsive above all else. Their direction has been one of being open and encouraging to a wide range of projects. They have not adopted a rigid set of criteria or guidelines. (Although this year they did try to discern what have in fact been their priorities over the past three years.¹)

¹The projects funded during the past three years fall into these categories: course development (16), professional development related to teaching, including travel (16), computer application to instruction (13), video application to instruction (6), instructional equipment and materials (7), and interdisciplinary course development (2).

Also, the following priorities have characterized the decisions of the Committee. Priority be given to: proposals that have direct impact on instruction and practice in the classroom; proposals that are innovative, original, and exemplary (at least to UND); cross-disciplinary projects that involve faculty across departments; putting ideas into practice rather than into hardware; proposals that have departmental commitment, financial or personnel; providing prototypes for instructional purposes, but not for equipment to produce multiple prototypes; proposals that are focused on improvement of instructional procedures rather than on content; proposals by groups (departments) over individuals; consider all proposals and not to limit faculty initiatives; being responsive to faculty needs rather than being proactive; spreading the funds among many faculty members rather than among a few; projects that focus intensely in time and effort on instructional development rather than on sporadic efforts; projects that may have potential for continuation through external funding; and number and type of students impacted.

The Supplements program also serves individual faculty members' interests and needs for development related to their teaching. It is in this program that we emphasize that the improvement of our instructional program requires a number of ingredients: up-to-date and thorough knowledge of one's subject, awareness of effective teaching strategies and the skill to use them, and a certain enthusiasm in one's work as a college teacher. In awarding the Supplements we have tried to facilitate each of these ingredients. Some faculty members whom we have supported have emphasized teaching-related research in their discipline or field, others have focused on teaching approaches, and still others have spent much of their time searching for that certain enthusiasm. Many have pursued, and accomplished, all three. This program, though hard to evaluate, seems on a good course. We have been in the desirable position of funding, at least in part, each of the requests that have met the objectives of this program. Only the lack of participation from some faculties, notably Business & Public Administration and Engineering & Mines, gives cause for concern. These faculties, heavily impacted by increasing enrollments and less flexibility in faculty assignments, may require a different approach, a different direction, in order to support the kind of instructional development that this program allows.

The Contracts, our third kind of funding, has continued to be the least well known aspect of our instructional development program. The author of this report believes that the Contracts program is working well, and is accomplishing its purposes. That not more people say that they are knowledgeable about the program is a cause for concern. But an inspection of the list of projects funded suggests that these funds are being used to involve faculty members in providing instructional development services for other faculty members and to support projects of interest and importance to the University as a whole. We have not called for proposals and funded them competitively, as we have with the Grants and Supplements. But we have each year in a variety of publications and public presentations announced and described the Contracts funding, and in each year we have received requests for more money than was budgeted. (We say "no" about a quarter of the time, primarily because the request does not fit the purposes of the program--most frequently these are requests for travel that departments and colleges have the responsibility to support.)

As suggested in the first section, the effectiveness of this funding depends on the initiative of the faculty, respect for the judgement of the Director and those who advise him on the use of these funds (most frequently the Chair of the Faculty Instructional Development Committee and the Vice President for Academic Affairs), and the success of the projects funded. As long as these continue to characterize the program, then the direction of the Contracts will be a good one. If any of these diminish then the program will need review and some change in direction.

All the funding programs are better known and better used by faculty members in some colleges. As this year's evaluation points out the faculty members in Business & Public Administration, Law, and Medicine seem to

have the least awareness. In Medicine, though the Office's services and funding are available to faculty across the University, we have spent less time because of the existence of an instructional development program in the college, i.e. Office of Medical Education. In Law, we simply have not caught up with the members new to this faculty in the last two years. And, in BPA we simply do not know how to explain the lack of awareness and participation. We have recently met with the Dean and have agreed to work with new faculty members and to provide information about programs in some special ways. To this point we have not singled out colleges for different approaches. As a direction for the future, we may need to take announced and distinctly different tactics with our different colleges and schools.

• "Advocacy" for instructional development has been an important and successful role for the Office and related committees. Lending support to "causes" such as adult learning, academic orientation for freshmen, and school-university collaboration; working for appropriate recognition for our effective teachers; and raising money have given our instructional development program a certain "soul" and substance that programs lack at many other universities. As pointed out in the first section of this report, advocacy is involved in both the direct services we provide and the funds we distribute. It is as much a way of doing instructional development as it is a separate function. Doing it in this way has been well received, and although time and energy consuming, it is a rewarding approach to instructional development.

• The "other activities" described in the first section, i.e. the teaching and university service and the assistance to other campuses, also are important as a way of going about instructional development. The teaching and participation as a department member keeps us connected to the real world of faculty members and students, and the work with other campuses continues to give us a glimpse of the outside world of higher education. Both activities seem essential if we are going to remain effective. They provide credibility, visibility, and recognition for our instructional development program; they also are a way that we, the faculty and instructional developers, develop.

• Our instructional development programs have affected a large number of faculty members, spread across all ranks and colleges. This year's evaluation plus records kept by the Office, suggest that 60% of our faculty has participated in some way, and this is true for full professors as well as assistant professors. This direction, i.e. breadth, seems like a good one. Yet as described earlier, there has been a tendency to focus in more "depth" on fewer projects and individuals. Though we recommend a laissez-faire approach to this in the future, it would seem that the participation of a wide range of faculty members and departments is a critical direction to continue.

• Finally it can be said that the instructional development program has been pursuing, and evidently accomplishing, a set of objectives which faculty and administration think important: of the 14 objectives which the Evaluation Committee quizzed people about, the majority showed some

progress in their accomplishment. Those objectives which people saw as best accomplished include "improving the ability of faculty members to provide high quality instruction," "helping individuals become better teachers," "increasing faculty members' interest and involvement in change," "increasing the concern for professional excellence in teachers and administrators," "serving as a 'networking' mechanism to identify and bring together people and resources," and "providing dependable, complete, and effective services." These are objectives central to any instructional development program. It is heartening to see that even those who do not participate perceive the services as dependable, complete, and effective.

Some objectives, however, are not being well met: "contributing to improved attitudes among students toward courses, content, and curricula" and "encouraging more frequent interaction between students and faculty members." These objectives, especially the second one, clearly need more attention in the future directions of the program. The sometimes subtle assumption of most instructional development programs is that if you assist the faculty then students will in turn be effected, hopefully with a better education. This assumption needs to continually be examined. Not because it is not a valid assumption but rather because it is an incomplete view of the ways we can effect student learning. An instructional development program might work more closely with students and with faculty and students together. Projects like the Freshman Convocation and the Academic Skills Project are attempts in this direction, but possibly we need to move more aggressively down this road.

IV. Expenditures

In 1982-83, the third year of the heightened instructional development activities at UND, the Office of Instructional Development and related programs spent \$183,671.97. Seventy-two percent, or \$131,777.95, was provided by the Bush Foundation. Twenty-eight percent, or \$51,894.02, was supported by the University. This compares with eighty-one percent and nineteen percent the previous year, and reflects the University's commitment to fund from its own resources an increasing share of the cost of instructional development.

The table on the following page presents an accounting of expenditures for the Office of Instructional Development and the Faculty Instructional Development Committee for 1982-83.

Bush Foundation
University of North Dakota
Instructional Development Program

Tentative Financial Status Report*
For the Period July 1, 1982 through December 31, 1983

Income

Bush Foundation		\$125,000.00
UND		
Salaries & Fringe Benefits	\$ 31,019.02	
Operating Expenses (e.g. supplies, travel)	875.00	
Faculty Instructional Development Committee	<u>20,000.00</u>	51,894.02
1981-82 Balance		<u>6,777.95</u>
Total Income Available 1982-83		<u>\$183,671.97</u>

Expenses

	<u>Budgeted</u>		<u>Expended</u>	
	<u>Bush</u>	<u>UND</u>	<u>Bush</u>	<u>UND</u>
Salary & Benefits				
Director/Secretary	\$22,472.00	\$26,927.00	\$ 22,472.00	\$ 26,927.00
Fringe Benefits	3,596.00	4,092.02	3,492.79	4,092.02
Student Assistance	<u>1,500.00</u>	<u>-0-</u>	<u>1,705.30</u>	<u>-0-</u>
Subtotal Personnel	\$27,568.00	\$31,019.02	\$ 27,670.09	\$ 31,019.02
Operating Expenses				
Postage	\$ 150.00	\$ -0-	\$ 309.01	\$ -0-
Telephone	750.00	-0-	861.37	-0-
Supplies	-0-	500.00	146.50	500.00
Printing/Duplicating	1,200.00	-0-	1,644.64	-0-
Books/Subscriptions	250.00	-0-	529.75	-0-
Audio-Visual	100.00	-0-	26.80	-0-
Miscellaneous	<u>477.95</u>	<u>-0-</u>	<u>85.50</u>	<u>-0-</u>
Subtotal Operating Expenses	\$ 2,927.95	\$ 500.00	\$ 3,603.57	\$ 500.00
Travel	\$ 1,625.00	\$ 375.00	\$ 2,609.82	\$ 375.00
Evaluation	\$ 5,000.00	-0-	\$ 35.02	\$ -0-
Equipment	\$ 1,600.00	-0-	\$ 4,425.88	-0-
Instructional Development Grants	**\$10,032.21	\$20,000.00	\$ 10,026.50	\$ 20,000.00
Faculty Development Contracts	**\$58,413.07	-0-	\$ 58,407.07	-0-
Developmental Leave Supplements	\$25,000.00	-0-	\$ 25,000.00	-0-
Total Receipts 7/1/82-12/31/83			**\$131,777.95	\$ 51,894.02
Total Expended 7/1/82-12/31/83			<u>\$131,777.95</u>	<u>\$ 51,894.02</u>
FUND BALANCE 12/31/83			<u>\$ -0-</u>	<u>\$ -0-</u>

*Final official status report to be prepared by Office of Grants & Contracts.

**Includes balance carried forward from previous year.